



# EYFS Long Term Curriculum Plan Year A&B

\*\* EYFS Statutory Educational Programmes \*\* Development Matters 2021 sequence for children in Reception \*\*Early Learning Goals

\*\*Additional learning at Cononley Primary School to provide an ambitious Early Years curriculum for our children

WHOLE SCHOOL SUBJECTS/SCHEMES: (English) (Mathematics) (Science) (Geography) (History) (RE) (Art) (D&T) (Music) (PHSE) (PE) (Computing)

EYFS Long Term Curriculum Plan Year A&B	Autumn Term Key Learning	Spring Term Key Learning	Summer Term Key Learning
	<b>Seven Key Features of Effective Practice</b> The best for every child - High-quality care - The curriculum: what we want children to learn - Pedagogy: helping children to learn - Assessment: checking what children have learnt - Self-regulation and executive function - Partnership with parents		
	<b>Characteristic of Effective Teaching and Learning</b>		
	<b>playing and exploring</b> – children investigate and experience things, and ‘have a go’	<b>active learning</b> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	<b>creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Prime Areas of Learning			
<b>COMMUNICATION LANGUAGE AND LITERACY (English)</b> ELG: Listening and Attention ELG: Understanding ELG: Speaking	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
	Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times Learn rhymes, poems and songs. Engage in non-fiction books.  Children share ‘treasure boxes’ on first day Introduce yellow vocabulary words <b>Show and tell</b> Special things Special people	Listen to and talk about stories to build familiarity and understanding. Use new vocabulary through the day. Listen carefully to rhymes and songs, paying attention to how they sound. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen  Class assembly <b>Show and tell</b> Special places Special events	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of conjunctions. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Buddy story telling <b>Show and tell</b> My achievements (in/out of school)
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSHE, RSE)</b> <a href="#">KAPOW scheme</a>	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		

 <p><b>Sfa GALT scheme</b></p>  <p>ELG: Self Regulation ELG: Managing Self ELG: Building Relationships</p>	<p>•Build constructive and respectful relationships •Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally</p> <p>•See themselves as a valuable individual. •Show resilience and perseverance in the face of challenge. •Think about the perspectives of others</p>					
	<p><b>A</b></p> <p><a href="#">My family and My Relationships</a></p> <p>- Manage their own needs. Treasure boxes Y6 buddy's</p> <p><i>GALT - Meeting each other Listening skills Feelings</i></p>	<p><a href="#">My Health and My Well Being</a></p> <p>- Personal hygiene (school nurse visit) -- having a good sleep routine -- regular physical activity -- healthy eating -- tooth brushing (dentist visit) -- sensible amounts of screen time -Fire safety (Fire fighter visit –female if poss)</p> <p><i>GALT- Acting on our feelings Stop and stay cool Taking turns and sharing</i></p>	<p><a href="#">My Safety and My Body</a></p> <p>Road safety –(Police visit)</p> <p>NSPCC Pantosaurus</p> <p>-being a safe pedestrian (in Cononley)</p> <p><i>GALT-Footsteps to friendships</i></p>	<p><a href="#">My Citizenship</a></p>	<p><a href="#">My Economic Well Being</a></p>	<p><a href="#">My Transition</a></p>
	<p><b>B</b></p> <p><a href="#">My family and My Relationships</a></p> <p>-Manage their own needs.</p> <p><i>GALT-Meeting each other Listening skills Feelings</i></p>	<p><a href="#">My Health and My Well Being</a></p> <p>- Personal hygiene (school nurse visit) -- having a good sleep routine -- regular physical activity -- healthy eating -- tooth brushing (dentist visit) -Fire safety (Fire fighter visit-female if poss)</p> <p><i>GALT-Acting on our feelings Stop and stay cool Taking turns and sharing</i></p>	<p><a href="#">My Safety and My Body</a></p> <p>-being a safe pedestrian (in Cononley) Road safety –(Police visit) -- sensible amounts of screen time NSPCC Pantosaurus</p> <p><i>GALT-Footsteps to friendships</i></p>	<p><a href="#">My Citizenship</a></p>	<p><a href="#">My Economic Well Being</a></p>	<p><a href="#">My Transition</a></p>
<p><b>PHYSICAL DEVELOPMENT (PE)</b></p> <p>ELG Fine Motor ELG Gross Motor</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (suggested tools: pencils for drawing and writing, paintbrushes, scissors)</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul> <p>Use a knife, fork and spoon</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p><b>Multi Skills</b> <b>Different sized equipment/throwing and catching using games</b></p>	<p>Revise and refine the fundamental movement skills:</p> <ul style="list-style-type: none"> <li>rolling • crawling • walking • jumping • running • hopping • skipping • climbing</li> </ul> <p>Combine different movements with ease and fluency.</p> <p><b>Activities Leading to Gymnastics</b></p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body strength, , coordination, balance and agility</p> <p>Combine different movements with ease and fluency.</p> <p><b>Activities Leading to Dance</b></p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p><b>Multi Skills</b> <b>Develop sending and receiving</b></p>	<p>Ball skills – bat, pat hit, targets, simple rule games</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p><b>Multi Skills</b> <b>Using Bat and Ball</b></p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Mini Olympics</b> <b>Basic Skills in Running, Jumping and Throwing</b></p>
<p><b>Letter formation (and number formation)</b></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>s,a,t,p,l,n,m,d,g,o,c,k,e,u,r formation</p> <p><b>letters in name</b></p>	<p>h,b,f,l,j,v,w,x,y,z,q formation</p> <p><b>numbers 0-3</b></p>	<p>introduce letter families (lower case)</p> <p><b>numbers 4-9</b></p>	<p>consolidate letter families</p> <p><b>introduce letter families (capitals)</b></p>	<p>consolidate</p>	<p>consolidate</p>

## Specific Areas of Learning

### LITERACY

ELG: Comprehension

ELG: Writing

ELG: Word reading

Jane Considine

**Jane  
Considine  
Education**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.

Individual reading books matched to child's phonics ability

Daily Group Reading – step 1-8

Jane Considine - The Fantastics - Oracy skills

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Individual reading books matched to child's phonics ability

Daily Group Reading step 9-20

Jane Considine - Writing using large pens and paper and sentence strips

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

Re-read what they have written to check that it makes sense

Individual reading books matched to child's phonics ability

Daily Group Reading step 21-29

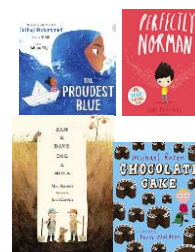
Jane Considine - Independent writing in workbooks



Books and poems/rhymes with rhyming words, alliterative/repeated phrases



Traditional tale  
Goldilocks and the 3 bears



Traditional tale  
The 3 little pigs



Traditional tale  
The Gingerbread man



Traditional tale  
Jack and the Beanstalk



Traditional tale  
Little Red Riding Hood

Success For All Phonics



oral blending /segmenting /rhyming/alliteration  
lesson 1i-4i s,a,t,p  
lesson 5i-8i l,n,m,d,  
step 1 - g,o,c,k  
step 2 - e,u,r  
step 3 - review



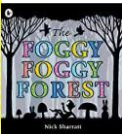
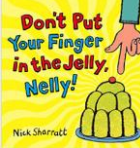
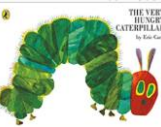
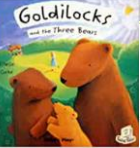
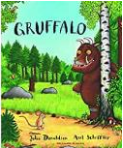
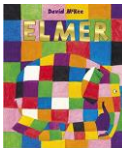



step 4 - h,b,f, ff  
step 5 - l, ll, ss,  
step 6 - j,v,w  
step 7 - x,y,z  
step 8 - consolidate

step 9 - zz,qu,ch  
step 10 - sh,th,ng,  
step 11 - consolidate  
step 12 - consolidate  
step 13 - ai  
step 14 - ee  
step 15 - igh

step 16 - oa  
step 17 - oo(long)  
step 18 - oo(short)  
step 19 - ar  
step 20 - consolidate

step 21 - or  
step 22 - ur  
step 23 - ow  
step 24 - oi  
step 25 - ear  
step 26 - consolidate


step 27 - air  
step 28 - ure  
step 29 - er  
step 30  
consolidate  
step 31  
consolidate

							step 32 consolidate
	RED WORDS the I he she is to go of as we are you into			RED WORDS be me has no so her do my by ask says they said was put all were there like		RED WORDS where her today when what some come pull push out school friend once one your love little house full	
EYFS core class books	<div><div></div></div> <p>(reading area is updated and changed regularly to reflect topics, interests and fascinations)</p>						
<div>MATHEMATICS</div> <div>ELG: Number</div> <div>ELG: Numerical patterns</div> <div>White Rose Maths</div> <div></div> <div>Number</div>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>						
	Count objects, actions and sounds. Subitise			Link the number symbol (numeral) with its cardinal number value. Understand the ‘one more than/one less than’ relationship between consecutive numbers Compare numbers. Explore the composition of numbers to 10.		Count beyond ten. . Automatically recall number bonds for numbers 0–5 and some to 10.	
	<u>Getting to Know you</u> <u>Just like me</u>	<u>It’s me 1,2,3</u> <u>Light and Dark</u>	<u>Alive in 5!</u> <u>Growing 6,7,8</u>	<u>Building 9 &amp;10</u> <u>Consolidation</u>	<u>To 20 and beyond</u> <u>First, then, now</u>	<u>Find my pattern</u> <u>On the move</u>	
	Match and sort Colour/size/shape Same/different Make comparisons (compare amounts) more /fewer	Representing 1,2,3 subitise, count, mark making Comparing 1,2,3 Count on/back 1 more/less Composition 1,2,3	Four Five Count, subitise, more, fewer, match numerals One more one less count, subitise compare, 1 more/less 6,7,8 Count, subitise, represent Making pairs	9&10 Counting principles Forwards and backwards Conceptually subitise Explore composition comparing numbers to 10 More/fewer/same Compare 2 then 3 quantities Bonds to 10 Consolidate Subitise, count, composition, sort & match, compare& order	Building numbers beyond 10 Build and identify numbers to 20 and beyond Composed of full 10.s and part of the next ten Counting patterns beyond 10 Counting on and back beyond 10	Consolidate key skills Subitise, count, composition, sort & match, compare& order Doubling ‘twice as many’ Sharing and grouping share equally left over Even and odd pairs left over	

Measure, Shape and Spatial Thinking							odd and even structures
	Select, rotate and manipulate shapes to develop spatial reasoning skills Compare length, weight and capacity Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Continue, copy and create repeating patterns.						
	<b>Make comparison</b> (size, mass, capacity) <b>Explore pattern 1</b> ABAB	<b>Circle and triangles</b> Curved/straight sides <b>Spatial awareness</b> (positional language)	<b>Shapes with 4 sides</b> Straight sides, corners, <b>Night &amp; Day</b> Morning, afternoon before after,	<b>3D shape</b> Shape names Which shapes stack/roll why? <b>Pattern 2</b> AAB, ABB, AABB, AABBB,	<b>Spatial reasoning 1</b> Jigsaws and shape puzzles <b>Spatial reasoning 2</b> Combine and separate shapes Make shapes by combining shapes	<b>Spatial reasoning 3</b> Positional language Models Barrier games and verbal instructions	
<b>UNDERSTANDING THE WORLD</b>  ELG: The Natural World   Science	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.						
	Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them.						
	<u>All about Me</u> My body and senses What I need to grow <u>Animals</u> British wildlife animals British garden birds			<u>Materials all around us</u> Bright at Night Floating/sinking Melting/freezing		<u>Growing Plants</u> Plants in our school grounds/locality Planting seed/bulbs <u>Minibeasts</u> What lives in our school grounds	
	<u>Seasons and Weather</u> •Seasonal walks – using senses – touch, smell, feel, hear, natural world (link to Jane Consodine Fantastics) •observe and Cherry Tree study – photograph and represent the cherry trees over the changing seasons. • Make a class collection of seasonal objects and explore using all 5 senses.						
ELG: Past and present ELG people, cultures and communities   History and Geography  Class timeline to add to and talk about through the year.  Observe any changes in the locality.	<b>A</b>	Name and describe people who are familiar to them Talk about members of their immediate family and community <u>Me, my family and my school community A</u>  <u>The weather in Cononley A</u>	Compare and contrast characters from stories, including figures from the past.  <b>People who help us now and in the past (firefighter focus) A</b>	Draw information from a simple map.  <b>How have houses and homes changed? A</b>	Recognise some environments that are different from the one in which they live Recognise some similarities and differences between life in this country and life in other countries <u>Global Living A</u>	Recognise some environments that are different from the one in which they live Recognise some similarities and differences between life in this country and life in other countries <u>Send a postcard A</u>	Comment on images of familiar situations in the past.  <b>At the toy museum A</b>
	<b>B</b>	Name and describe people who are familiar to them Talk about members of their immediate family and community <u>Me, my family and my school community B</u>	Comment on images of familiar situations in the past.  <b>At the toy museum B</b>	Compare and contrast characters from stories, including figures from the past.  <b>People who help us now and in the past (nurse focus) B</b>	Recognise some environments that are different from the one in which they live Recognise some similarities and differences between life in this country and life in other countries <u>Global Living B</u>	Draw information from a simple map.  <b>How have houses and homes changed? B</b>	Recognise some environments that are different from the one in which they live Recognise some similarities and differences between life in this country

		<u>The weather in Cononley</u> <u>B</u>					and life in other countries <u>Send a postcard B</u>
RE ELG People, Cultures and Communities	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.						
	Believing /Expressing F1 Which stories are special and why? F4 What times are special and why? Bonfire Night-Diwali-Harvest-Christmas-Remembrance Eid		Living/Believing F5: Being Special: where do we belong F2: Which People are special and why Chinese New Year-Pancake day-Fairtrade-Easter-Mothers Day-Recycling		Expressing/Believing F3: What places are special and why F6: What is special about our world Animal/plant conservation- pollution- recycling-energy		
Computing (and Using Technology)	Online safety 1.Self-image and identity Coding and Computational Thinking – Awesome Autumn	Online safety 4. Online bullying Coding and Computational Thinking – Winter Warmers	Online safety 3. online reputation Coding and Computational Thinking – Busy Bodies	Online safety 6. Health, Well-being and Lifestyle Coding and Computational Thinking – Springtime	Online safety 7. Privacy ad security  Coding and Computational Thinking – Boats Ahoy	Online safety 8. Copyright and Ownership Coding and Computational Thinking – Summer Fun	
	Computer Science - Theory Where opportunities allow, pupils discuss the range of technology used in places such as homes and schools		Computer Science - Theory Pupils share their experiences of ‘using’ technology both in and out of school.		Computer Science - Theory Pupils identify the main parts of a computer system ( <i>monitor, mouse, keyboard, printer etc</i> ).		
	RAMP Model Use physical coding robots ( <i>e.g. Bee-Bots, Blue-Bots etc</i> ) to program a physical device. Information Technology Integrate appropriate <i>Purple Mash</i> activities where appropriate						
EXPRESSIVE ARTS AND DESIGN ELG: Creating with materials ELG: Being imaginative and expressive  (Art and D&T days)	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
	Explore, use and refine a variety of artistic effects to express their ideas and feelings Listen attentively, move to and talk about music, expressing their feelings and responses.		Return to and build on their previous learning, refining ideas and developing their ability to represent them Develop storylines in their pretend play Watch and talk about dance and performance art, expressing their feelings and responses.		Create collaboratively, sharing ideas, resources and skills Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		
	A	Art Shapes and Colour A <u>Mondrian</u> – shapes, lines, primary colours	DT Moving things A split pin moving picture  Stitch it! Sew a pre-cut and pre -holed (decoration)	Art Sculpt & Weave A large scale weaving Printing in dough playdoh, salt dough, clay sculptures <u>Paul Klee</u> Castle and sun? (colour/shape)	DT Standing up A make a junk box model (masking tape/glue)	Art Printing and Rubbing A Rubbings and paint/dough textures. Repeating patterns	DT Fruity Food A Prepare and taste food taste food and talk about preferences (make fruit kebab)
	B	Art Printing and Rubbing B Rubbings and paint/dough textures. <u>Jackson Pollock</u> -to recreate splatting, dripping, pouring paint textures	DT Standing Up/Moving things B Junk box modelling (with split pins also)	Art Shapes and Colour B Using repeating patterns <u>Henri Matisse</u> (Shapes in art)	DT Fruity Food B Preparing and tasting food and talk about preferences (make a fruit face)	Art Sculpt & Weave B Dough and clay Weaving	DT Stitch it B Sew a pre-cut and pre-holed (hand puppet)



	drawing & painting	Painting - Ready mixed paint (fat & thin brushes)  Drawing- felt tips & pencils & wax crayons	Painting - Colour mixing ready mix (fat & thin brushes) Drawing – chalk /charcoal	Painting - Powder paints  Drawing – pastels	Painting - Colour mixing- powder paint  Drawing - shading with pencils	Painting - Watercolour palettes  Drawing – digital art??	Painting digital art??  Making an art gallery?
	Food	Prepare, cook and taste vegetable soup/pumpkin soup		Prepare cook and taste Fairtrade hot chocolate/choc nests		Prepare cook and taste bread rolls/bread sticks and home made butter	
Music	Special People- focus: beat and tempo Going Places- focus: high and low			Moving Patterns - focus: structure Working World – focus: exploring environmental sounds		Growth and Change- focus: loud and quiet Our Senses – focus: exploring different sounds and effects	
Music Express	High and low (Unit: Going Places) Explore high and low sounds on instruments and voices Sing a range of nursery rhymes, echo, action, chants and cumulative songs and songs related to class topic, matching pitch and following melody.	Beat and tempo (Unit: Special People) Create and perform actions, sing songs, chants and play instruments to a steady beat with teacher Move, sing and play sounds at different speeds. Sing a range of nursery rhymes, echo, action, chants and cumulative songs	Structure (Unit: Moving Patterns) Create and perform actions, sing songs, chants and play instruments to a steady beat with teacher Sing a range of nursery rhymes, echo, action, chants and cumulative songs	Texture (Unit: Working World) Explore sounds in the environment Explore and combine a variety of sounds (creating texture) in response to a story, mood, feeling etc Experiment by making sounds in different ways using items in provision and instruments. j	Loud and Quiet (Unit: Growth and Change) Begin to identify loud and quiet sounds. Move, sing and play sounds loudly and quietly Create and perform expressive music to accompany narrative / responding to the graphics of a storyboard.	Timbre (Unit: Our Senses) Recognise and explore how sounds can be made and changed Create and perform expressive music to accompany narrative / responding to the graphics of a storyboard.	
	Listen and respond to: March of the Toy Soldiers – from the Nutcracker by Tchaikovsky Traditional Indian Music for Diwali Perform: Christmas production Watch and respond: Live or recorded performance with orchestral instruments			Listen and respond to: Morning from Peer Gynt Suite by Edvard Grieg Trad Chinese Music The Crab and the Egret Perform: Class assembly Watch and respond: Live or recorded performance		Listen and respond to Aquarium from Carnival of the Animals by Saint-Saens Music of Zimbabwe group – Black Umfolosi. Perform: End of Reception assembly Watch and respond: Y6 production; Live or recorded performance with orchestral instruments	